**EQ – How does furthering**

Samantha Tabor: Concept Map – Spring WS

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**EU – Communication and understanding in music is critical to successful musicianship**

**understanding of common**

**music vocabulary improve**

**musical expression?**

UQ 4 – How does my understanding of these vocabulary words impact my playing?

UQ 1 – What vocabulary is included in musical notation and in practice?

(ex: rehearsal, etc.)

UQ 2 – How do these words relate to music and how do they relate to my experiences?

(in music and other)

UQ 3 - How do I apply what I know about \_\_\_\_\_\_\_\_\_\_\_ to playing music?

**National Standards**:. 2. Performing on instruments, alone and with others, a varied repertoire of music. 4. Composing and arranging music within specified guidelines.

5. Reading and notating music. 6. Listening to, analyzing, and describing music.

7. Evaluating music and music performances. 8. Understanding relationships between music, the other arts, and disciplines outside the arts.

ex: vocabulary list developed by me and students - some from music and some from rehearsal language

ex: students fill in a formatted journal about their work with vocabulary words and reflect on their experience communicating to the ensemble.

ex: vocabulary list developed by me and the students - some from music and some from rehearsal language

ex: accelerando, ritardando, diminuendo (decrescendo), crescendo, tempo, moderato, forte, piano, fine, adagio, andante, largo, lento, etc.

ex: blend, balance, pyramid, accurate, practice, etc.

ex: active student listening activities - examples of vocabulary words in musical practice

ex: students will label a piece and prepare for a short rehearsal and coach their ensemble to interpret the music according to their markings and labels.

ex: active student listening activities - examples of vocabulary words in musical practice labeled on sheet music